DOCUMENT RESUME

ED 214 474 HE 014 942

AUTHOR	Hendricks, Glenn L.; Gersmehl, Carol
TITLE	University of Minnesota Undergraduate Student Financing, 1980-81: A Study of Expenses and Sources.
INSTITUTION	Minnesota Univ., Minneapolis. Office for Student Affairs.
PUB DATE	15 Oct 81
NOTE	32p.
AVAILABLE FROM	Office for Student Affairs, University of Minnesota, Minneapolis, MN 55455.
JOURNAL CIT	OSA Research Bulletin; v22 n4 Oct 15 1981
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Education; College Housing; Commuting Students; *Financial Needs; Grants; Higher Education; Income; Institutional Research; On Campus Students; *Parent Financial Contribution; Scholarships; Self Supporting Students; *Student Costs; *Student Employment; *Student Financial Aid; Student Loan Programs; *Undergraduate Students
IDENTIFIERS	*University of Minnesota

ABSTRACT

Information concerning expenses and income during 1980-81 of 406 randomly selected University of Minnesota undergraduates was obtained through a survey. Undergraduates estimated their total 1980-81 expenses to have been on average $4,286, which was 59 percent more than the $2,690 reported during a similar 1974-75 survey. Students living at home reported on average only 60 percent as much expense as those who did not live with their parents. The chief single expense was room and board, which cost on the average $2,094. Seventy-one percent reported working during the school year, and for those who worked, 35 percent of their income was derived from employment. Only 44 percent indicated that parents contributed any cash to meet their expenses, and grants were an income source for 33 percent, while 27 percent indicated they used loans to meet their expenses. Recipients of grants and scholarships rose from 19 percent in 1974-75 to 33 percent in 1980-81, while loan recipients nearly doubled from 14 to 27 percent in that same six-year period. Only eight percent of the respondents did not work at some time during the year. The mean of estimates of earnings from employment during the school year for full-time students was $2,300, with a median of $1,700. Overall, parental contributions remain at about the same percentage from 1974-75 to 1980-81. About a quarter (and about half of the aid recipients) of the respondents felt that without financial aid assistance they would be forced to withdraw from school. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

OSA Research Bulletin
Office for Student Affairs
University of Minnesota
Volume 22
Number 4
Date 10-15-81

ED214474

University of Minnesota Undergraduate Student Financing, 1980-81:

A Study of Expenses and Sources

Glenn L. Hendricks and Carol Gersmehl

Student Life Studies and Planning

University of Minnesota

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Univ of Minn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE 014 942

University of Minnesota

UNDERGRADUATE STUDENT FINANCING

1980-81

A Study of Expenses and Sources

by

Glenn L. Hendricks

with

Carol Gersmehl

October 1981

This study was a joint effort of Student Life Studies and Planning and the Minnesota Student Association. Special thanks are given to Bob Wertz and Wally Hilke of MSA who carried out the mailing activities and Ed Mack and Pat Tollefson of SLSP who were instrumental in the preparation and handling of the data as well as the typing of the report.

Table of Contents

	Page
Summary	1
Introduction	3
Mean Estimate of Total Expenses--Table 1	5
Mean Estimate of Room and Board Expenses--Table 2	7
Mean Estimates for Six Additional Expenses--Table 3	9
Sources of Student Income--Table 4	11
A Comparison of Income Sources--Table 5	13
Aggregate Sources of Student Income--Table 6	15
Patterns of Student Employment--Table 7a	17
Frequency Distribution of Earnings--Table 7b	17
Earnings During School Year--Table 8	19
Distribution of Financially Self-Sufficient Students--Table 9	21
Distribution of Financial Aid Recipients--Table 10	23
University Financial Assistance Programs--Table 11	25
Parents' Income	26
Opinions	27
Methodology	28

SUMMARY

This is a report of the responses of 406 randomly selected undergraduates to a survey asking their expenses and income during 1980-81. The survey is a repeat of a similar one taken in 1975 and allows analysis of change during the past six years of double-digit inflation (a 66% increase in the CPI) and increased amounts of available student aid (now about $56,000,000 at the University of Minnesota).

Expenses

Undergraduates estimate their total 1980-81 expenses to have been on average $4,286. This was 59% more than the $2,690 reported for school year 1974-75. Students living at home reported on average only 60% as much expense as those who did not live with their parents. Older students said they spent significantly more ($1,166) than did younger students. However, there was no significant difference between males and females.

The chief single expense reported was that for room and board. The 1980-81 mean cost for those who paid anything was $2,094, nearly $800 or 61% more than in 1974-75. However, 25% of our undergraduate respondents reported no expense for this item. Most of this latter group (86%) lived at home.

Sources of Income

A variety of sources contribute to a student's income. Seventy-one percent of the students reported working during the school year. For those who work, 35% of their income was derived from employment. Only 44% indicated that parents contributed any cash to meet their expenses. (Parental contributions may also have been in the form of free room and board, but the survey did not ask directly about free room and board.) Grants were an income source for 33% of the respondents while 27% indicated they used loans to meet their expenses.

When 1975 is compared with 1981, there is little difference in percentage of students deriving income from school year employment, from parent contributions, or from savings. Recipients of grants and scholarships rose from 19%

in 1974-75 to 33% in 1980-81. Loan recipients nearly doubled from 14% to 27% in that same six-year period.

Aggregations of the several possible sources of income showed that 90% of the students were employed during the school year or in the summer which provided an average 53% of the total of a working student's income. Outside assistance in the form of grants, scholarships or loans was received by 58% of the students providing nearly half (48%) of the average aid or loan recipient's income. Forty-four percent received assistance from their parents who contributed an average 41% to their children's total income.

Employment Patterns

Only 8% of the respondents said they did not work at some time during the year. Sixty-nine percent indicated they were employed both during the school year and in the summer while 17% said they worked during the summer only. The mean of estimates of earnings from employment during the school year for full-time students was $2,300 with a median of $1,700.

Financial Aid is received by 44% of the undergraduate students in 1980-81 as contrasted to only 21% in 1974-75. This reflects the increased amount of money available in University administered financial aid programs, which has increased 208% from 18 to 56 million dollars in those six years.

Implications

This study indicates that the increased costs of attending school have been met in part by an increase in the percentage of students who depend on assistance from loans, grants, and scholarships. Overall, parents who contribute do so at about the same percentage rate as before. However, there has been a slight decrease (4%) in the number who contribute anything. Continued inflation combined with the proposed reduction, or at least no increase, in the amount of available aid will undoubtedly create problems for some students. This is especially the case for those already contributing substantial amounts by working while going to school. Roughly a quarter (49% of the aid recipients) of the total undergraduate respondents felt that without financial aid assistance they would be forced to withdraw from school.

INTRODUCTION

Students have been caught in the same economic vise of inflation that has gripped all American society during the past decade. Unfortunately, much of the reported impact of increased costs in higher education has been based on overgeneralized data (the inclusion of all types of students in all types of institutions).

This study reports on a very specific group: undergraduates at the University of Minnesota Twin Cities campuses during the first half of 1981. This group represents about 75% of the total student population at the University. It replicates a similar study carried out in 1975 and makes possible statements about the effect of inflation during this 6-year period.

Income and spending patterns of 406 randomly selected undergraduate students who replied to a mailed questionnaire are reported here. This was a 72% return of the original group (567) we attempted to survey. The study is a joint effort of Student Life Studies and the Minnesota Student Association.

The data was analyzed on the basis of six chief variables: sex, age, residence patterns, class, qualification as financially self sufficient, and whether or not they participated in any financial aid programs administered by the University. For the most part we have chosen to report only variables that had statistically significant differences.

At least two important factors must be kept in mind as background to the data that follows. First, this has been a period of high inflation. During the intervening 6 years since the first study the Consumer Price Index has risen 66%. Also there has been a 160% increase in the amount of student aid available in the form of loans, grants, and work programs. In addition, the basis on which the aid is given has been slightly changed (for example, in 1980-81 there was no parental income cap on those who qualified for some kinds of loans). Thus there may not be a direct one-to-one relationship between rising costs and increased amounts of either grants made or loans taken out by students.

HOW MUCH DOES IT COST?

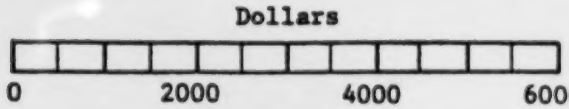
Undergraduates estimate their total expenditures during academic year 1980-81 to be $4,286. This compares to an estimate of $2,690 in 1974-75, a 59% increase.

Table 1 compares mean total expenditures among categories of students. Four of the five comparisons show statistically significant differences. Students living with parents or relatives reported only 60% of the expenses incurred by those not living with parents. Older students incurred nearly $1,200 greater expenses than younger students. Successive class levels show progressively higher expenses. Aid recipients spent nearly 22% more than non-recipients. Undoubtedly this reflects the inability of many who qualify for aid to tap family resources to assist them in meeting the costs of going to school. No real differences in total expense patterns was found between males and females.

Table 1

MEAN ESTIMATE OF TOTAL EXPENSES

Academic Year 1980-81



				PERCENT CHANGE
TOTAL SAMPLE	1980-81	(391)#	$4286	59% increase
	1974-75	(581)	$2690	
RESIDENCE**	With parents or relatives all school year	(108)	$2924	
	Not with parents/relatives during school year	(259)	$4884	
AGE**	Under 24 years	(323)	$4087	
	24 years or older	(65)	$5253	
SEX	Male	(209)	$4334	
	Female	(182)	$4231	
AID**	Recipient	(172)	$4768	
	Non-recipient	(219)	$3907	
CLASS*	Freshmen	(75)	$3787	
	Sophomores	(102)	$4189	
	Juniors	(97)	$4418	
	Seniors	(109)	$4532	
	Adult Specials	(8)	$5249	

#Numbers in parentheses indicate number of respondents in each category.

**Significant differences at .001 level.

*Significant differences at .05 level.

9

ROOM AND BOARD, A BIG ITEM

Total expenses were derived from the aggregate of seven specific categories. Room and Board was by far the largest single expense and is reported separately in Table 2. The 1980-81 mean cost for room and board was $2,094, nearly $800 or 61% more than the $1,300 reported in 1974-75. Students were asked to report amounts only in cases where payment was actually made, and our figure reflects this.

Nearly 25% of our respondents reported zero expense, and most of them (86%) lived with parents or relatives. The mean room and board expense for all students (including those who paid nothing) was only $1,550.

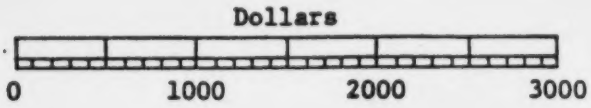
Table 1 shows that living at home dramatically reduced total expenses for some students, on average by nearly $2,000. Nearly 82% of those living at home paid nothing for room and board.

Table 2 compares mean room and board cost by student's residence. Students who contributed to room and board costs while living with their parents spent nearly $1,200 less on average than those not living at home during the school year. Table 2 also compares means by age and sex; older students spent $701 more than younger and females spent $228 more on average than males.

Table 2

MEAN ESTIMATE OF ROOM AND BOARD EXPENSES

Academic Year 1980-81



				PERCENT CHANGE
TOTAL SAMPLE	1980-81	(296)#	$2094	61% increase
	1974-75	(412)	$1300	
RESIDENCE**	With parents or relatives all school year	(19)	$1035	
	Not with parents/relatives during school year	(255)	$2223	
AGE**	Under 24 years	(238)	$1962	
	24 years or older	(55)	$2663	
SEX*	Male	(161)	$1990	
	Female	(135)	$2218	

#Numbers in parentheses indicate number of respondents in each category. Only non-zero responses are included.

**Significant differences at .001 level.

*Significant differences at .05 level.

OTHER EXPENSES

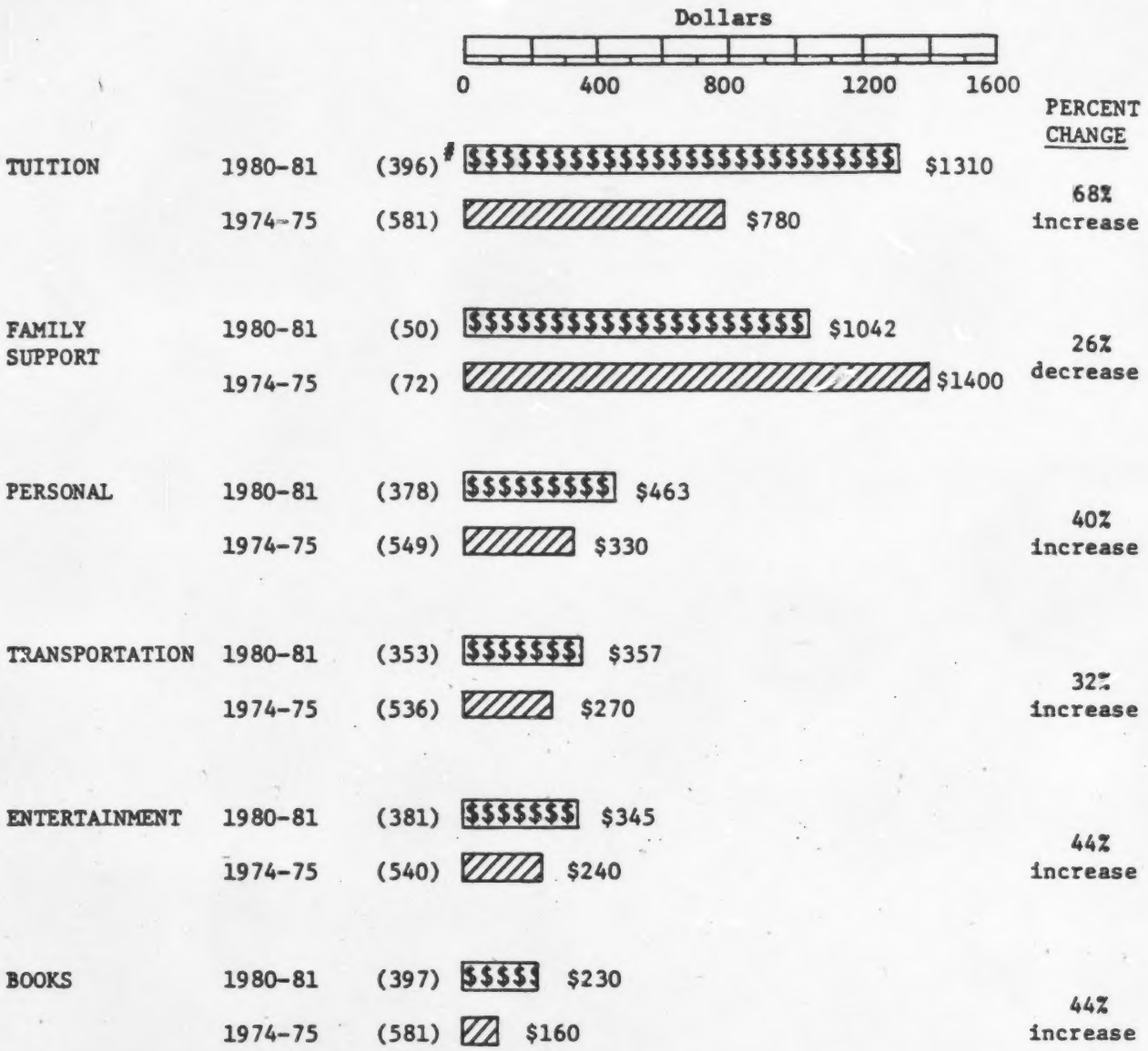
Table 3 displays mean expenditures for six additional expenses for both 1980-81 and 1974-75. For all six types of expenses blank responses were not included when calculating the mean. For four of the expense categories, respondents who indicated zero expense were not included. Thus for entertainment, transportation, personal and family support, mean expenditures represent only the students who actually experienced the expenses. In 1980-81 family support was paid by only 12% of the sample, but this amount loomed large ($1,042) in those individuals' budgets.

Mean tuition includes all respondents, both resident and nonresident students. The means for both academic years are skewed by the higher fees paid by nonresidents of the state of Minnesota.

Table 3

MEAN ESTIMATES FOR SIX ADDITIONAL EXPENSES

Academic Years 1980-81 and 1974-75



#Numbers in parentheses indicate number of respondents. For family support, personal, transportation, and entertainment expenditures, only non-zero responses were included.

WHERE DOES THE MONEY COME FROM?

Students call upon a variety of sources when assembling their personal financial package. Table 4 illustrates the extent to which those in our sample utilized 12 different categories of resources.

Two aspects of each category are presented here. The top line indicates the percentage reporting income from this source. The second line shows the average percentage of their total income this source represents. For example, 71% of the students worked sometime during the school year. For those who worked during the academic year, this represented an average 35% of their income. However, the percentages attributed to academic year employment range from small amounts to a few cases where employment represents all of a student's reported income. (See Table 7b and 8.)

While work, financial aid programs, and parents are the most frequently reported sources, a few students depend on other sources as major contributors to the costs of their maintenance. Relatively few students receive social security benefits as a survivor of a deceased parent, for example. Yet for them social security provides a major source of income.

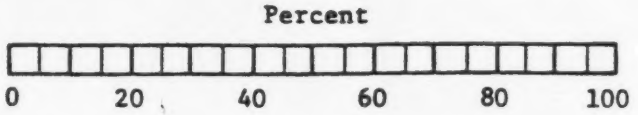
Table 4

SOURCES OF STUDENT INCOME

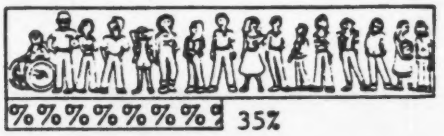
Academic Year 1980-81

Percent reporting any income from this source

Mean percent of income derived from this source



Work during school year


71%

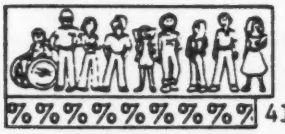
35%

Work during summer

67%

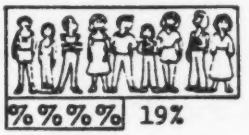
25%

Parents


44%

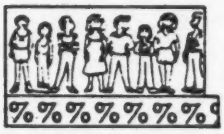
41%

Savings


38%

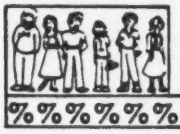
19%

Grants


33%

35%

University administered state or federal loans


27%

30%

Private scholarships (non-University grants, etc.)

10%

24%

Spouse

8%

52%

	% Reporting Income from Source	Mean % from Source
Non-University administered loans	8	44
GI benefits/social security	6	51
Other	5	24
Welfare	2	35

A SIX-YEAR COMPARISON

Where does the increased amount of money spent to attend school come from? It is possible to gain insight into shifting patterns of student income by comparing the responses of 1975 with those obtained in 1981. Each percentage displayed in Table 5 represents the number of students who reported income from that particular source.

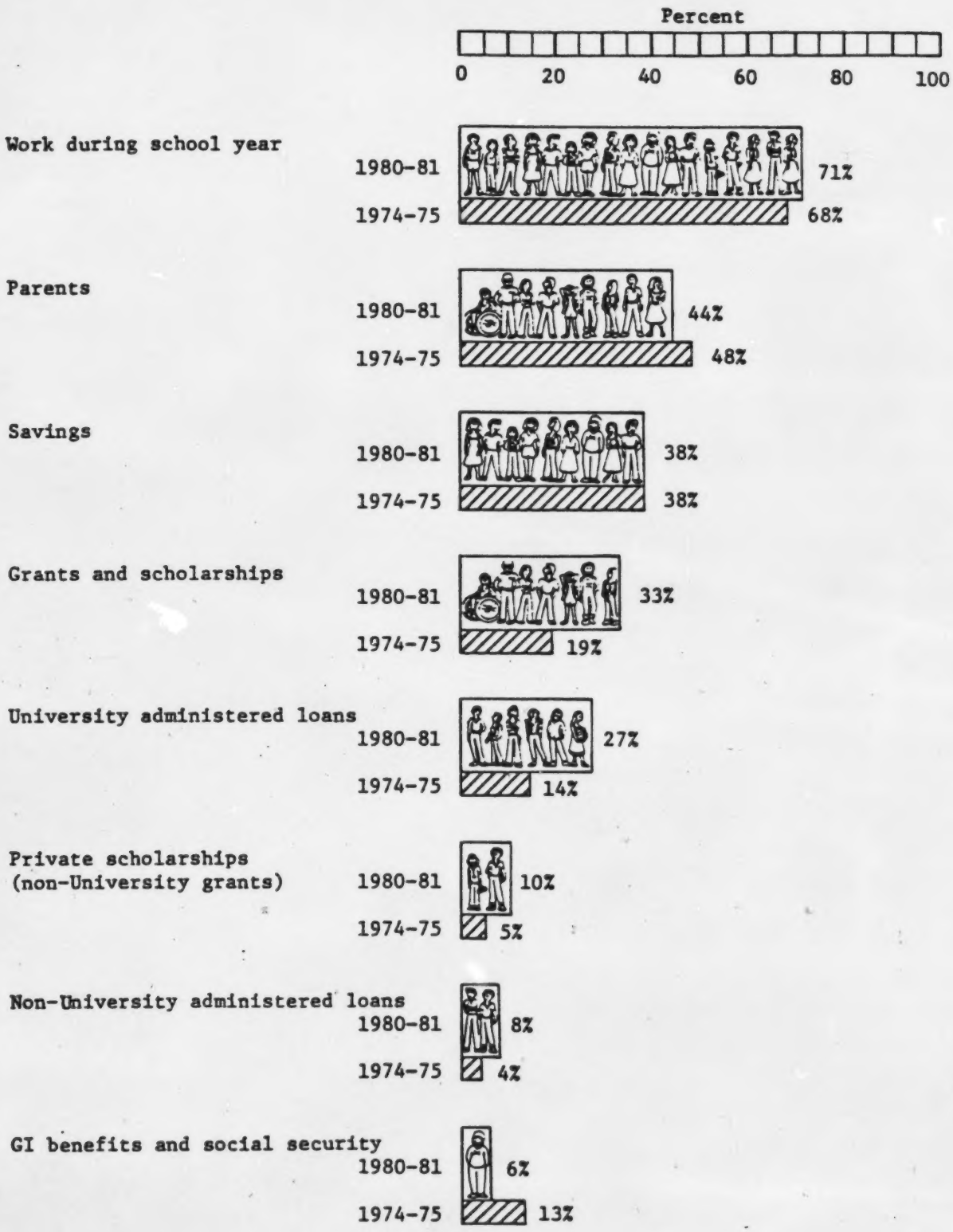
As Table 5 indicates, work during the school year is the most frequently reported source for both academic years. Slightly fewer indicate receiving help from parents in 1980-81, and the same percentage call upon savings for both years.

Of particular interest is the increased number who now receive help in the form of various kinds of loans, grants and scholarships. This shows the significant increase in dollar amounts tnat have been made available during this period. It also reflects changed eligibility criteria for access to these funds.

Table 5

PERCENT STUDENTS REPORTING INCOME FROM SELECTED SOURCES

Academic Years 1980-81 and 1974-75



AGGREGATING SOURCES OF INCOME

To better understand the sources of income, Table 6 aggregates the specific categories into three areas: (1) that generated by the students themselves from work or personal savings; (2) that coming from parents or relatives; and (3) that made available from outside sources--whether public or private (institutional student aid or private bank loans, for example). Table 6 displays two aspects for each aggregated source. The top percentage represents the number of students who reported income from any subcategory of the aggregated source. The second line shows the percentage of income on average derived from the source.

It is noteworthy that 90% of the students personally generate all or part of their income from employment or savings. Some form of outside financial aid has been made available to nearly 60%. In each case students relying on the source on average covered half their expenses from it. Over 40% receive outright cash assistance from their parents. If free room and board were to be counted, then both the number receiving parental assistance, as well as the amount this represents as sources of support, would be considerably higher.

It is important to remember that any combination of these sources is possible. Consequently the percentages given here are only for those individuals indicating this particular category as a source of income.

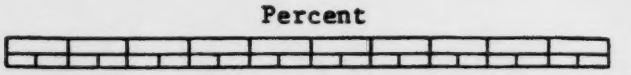
Table 6

AGGREGATE SOURCES OF STUDENT INCOME

Academic Year 1980-81

Percent reporting any income from this source

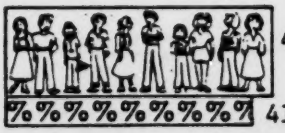
Mean percent of income derived from this source



Personal employment and savings

Outside assistance (any grants or scholarships, GI or social security benefits, and any loans)

Parents (does not include value of living at home)



WORKING PROVIDES INCOME

Students reported whether they were employed and estimated the percentage of their total expenses which were paid from employment during either the school year or previous summer. Table 7a shows that only about 8% of the students indicated no employment during the summer or academic year and that nearly 69% worked year around.

Table 7b illustrates how students reported percentages of their support from money earned through work. This table includes only those students who reported work as a source of income. Almost 12% said that 91 to 100% of their expenses came from employment during the school year or summer. The mean value was 47 percent; that is, on average employed students contributed 47% to their expenses by working.

Table 7a

PATTERNS OF STUDENT EMPLOYMENT

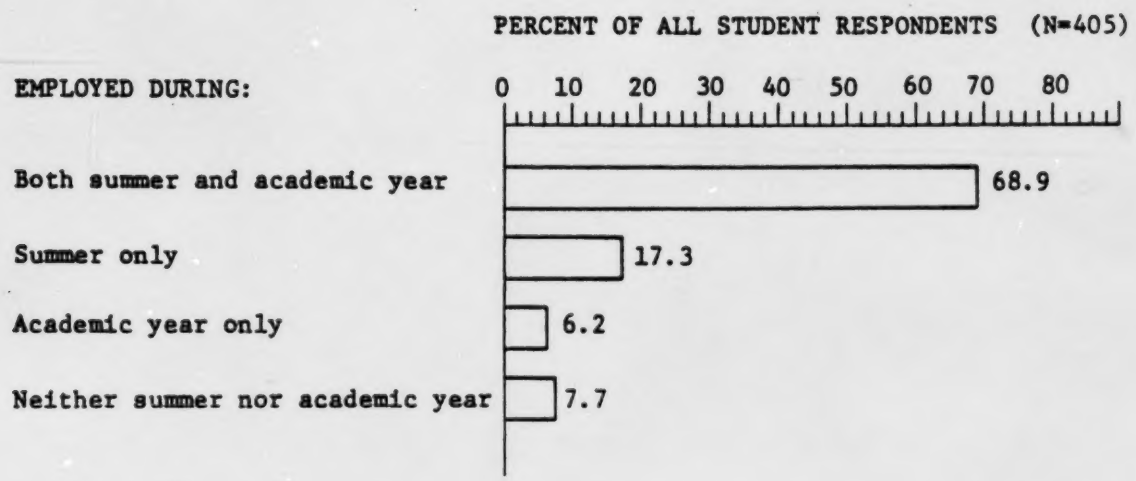
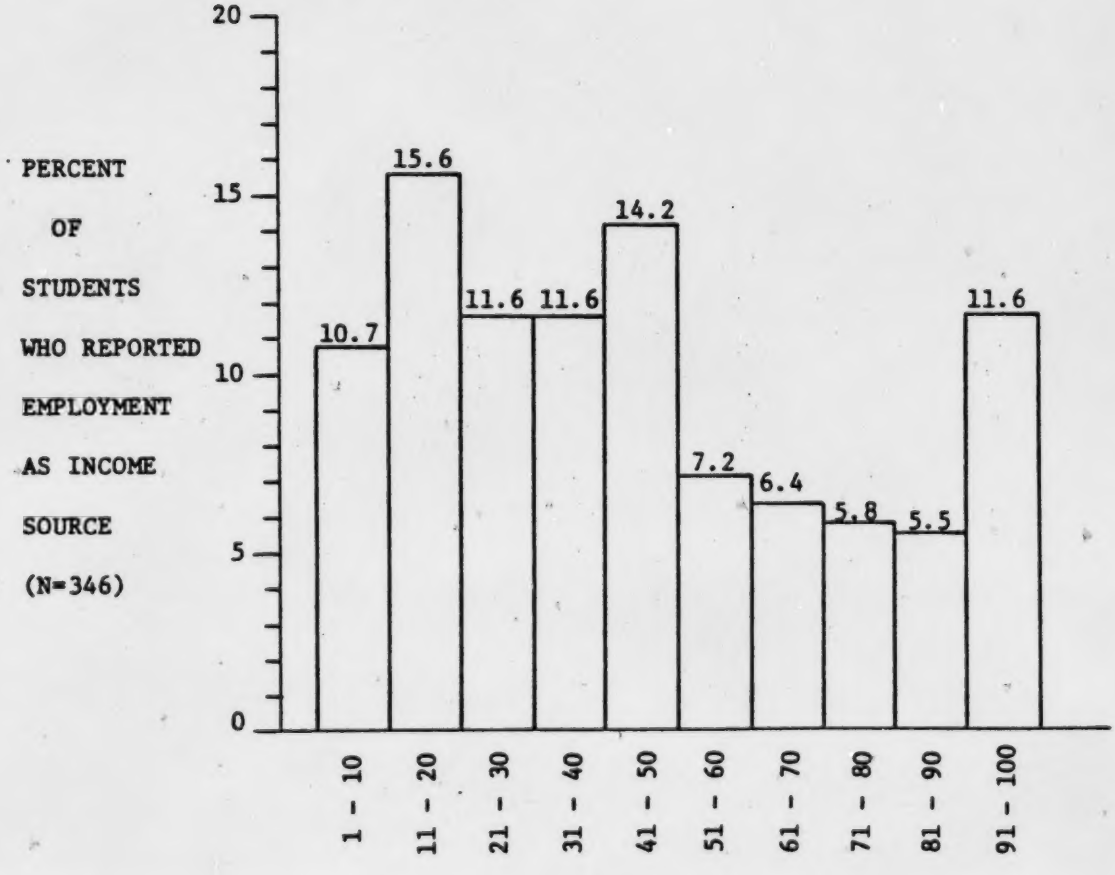


Table 7b

FREQUENCY DISTRIBUTION OF EARNINGS

AS AN INCOME SOURCE



HOW MUCH DO STUDENTS WORK?

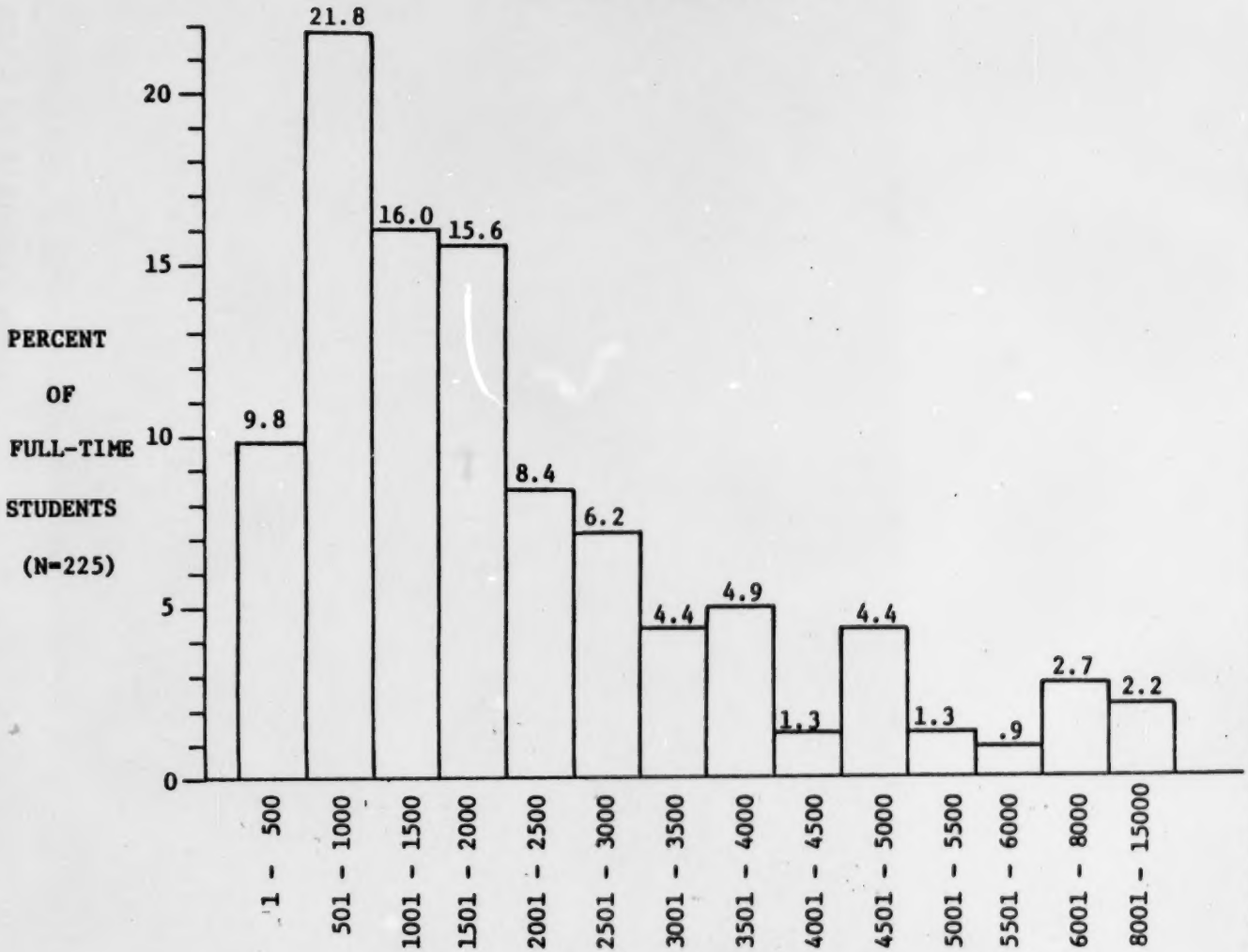
Students were also asked to estimate their total earnings from employment during the school year. To emphasize the degree that students are involved in employment while attending school, the 20% of our respondents who earned less than 36 units of credit during the school year (the minimum to be called full-time students) were deleted from this analysis. Among the remaining full-time students, 21% indicated they did not work during the academic year. Table 8 reports the earnings of that 79% who were employed. The mean amount is over $2,300 with a median of $1,700; the mean is skewed by the relatively high earning of a few students (four individuals earned more than $10,000).

Table 8

FREQUENCY DISTRIBUTION OF EARNINGS

DURING ACADEMIC YEAR

AMONG FULL-TIME STUDENTS



QUALIFYING AS FINANCIALLY SELF-SUFFICIENT

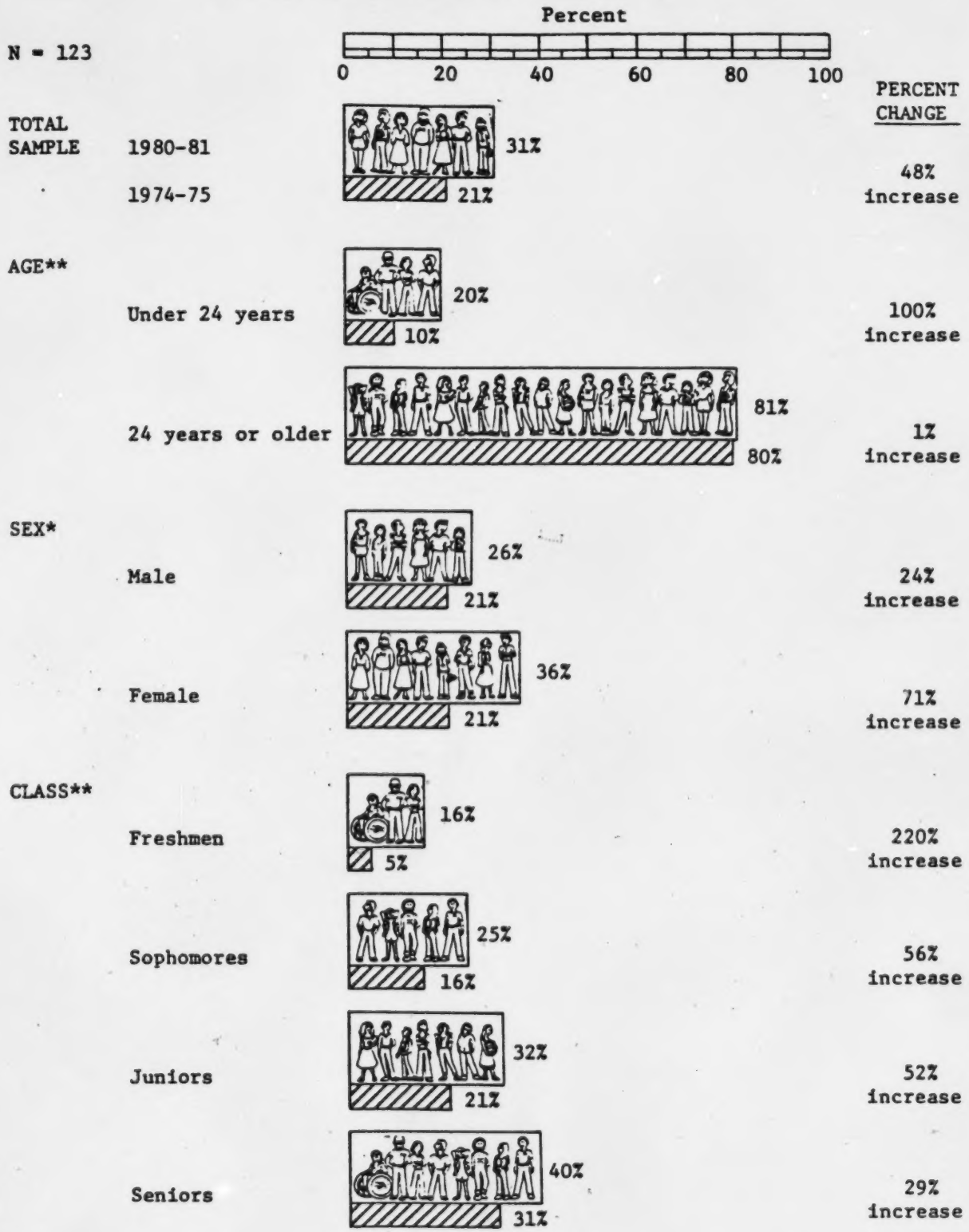
The ability of students to provide for their own expenses obviously varies from individual to individual. However, for the purpose of awarding financial aid, criteria concerning residence and financial assistance from parents are used to determine self-sufficiency (i.e., they had not lived at home, were not claimed as a dependent on their parents' income tax, and received less than $1,000 in cash or kind from their parents).

Table 9 compares self-sufficiency for the two academic years. In 1974-75, 21% of the undergraduates met the official definition of self-sufficiency, but in 1980-81 self-sufficient students have increased to 31% of the total. The greatest relative increases occurred among students under age 24, among females, and among freshmen.

Table 9

DISTRIBUTION OF FINANCIALLY SELF-SUFFICIENT STUDENTS

Academic Years 1980-81 and 1974-75



**Chi-square test: significant difference at .001 level, 1980-81.

*Chi-square test: significant difference at .05 level, 1980-81.

WHO RECEIVES FINANCIAL AID?

Table 10 shows that 44% (179) of the undergraduate respondents in 1980-81 received various forms of aid administered through the Student Financial Aid Office. This more than doubles the percent who received such aid only six years ago. The bulk of aid is in the form of state and federal grants and loans. It also includes, however, grants and scholarships from funds such as private gifts or money generated from within the institution.

Among aid recipients, the 1980-81 data show little difference by age or by sex. This was not so in 1974-75 when older individuals and females tended to receive aid more often than their counterparts. In 1980-81, class standing seems to make a difference; sophomores and juniors have the larger percentages of aid recipients.

Sixty-two percent (249) of the total respondents in our sample applied for financial aid, but only 72% (179) of the applicants qualified. We asked those who did not apply for aid to respond to a series of statements about why no application had been made (a student could choose more than one response).

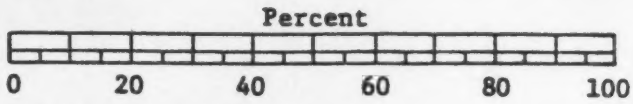
68% said "I don't think I'm eligible for any."
38% said "I don't need any assistance."
28% said "I don't want to have loans."
20% said "It's too much bother."

Whether students receive financial aid is significantly related to whether they are financially self-sufficient. In 1980-81, 62% of self-sufficient students received financial aid while only 36% of non-self-sufficient received aid. Likewise in 1974-75, self-sufficient students were more likely to be aid recipients; 40% of self-sufficient students received aid compared to 15% of non-self-sufficient students.

Table 10

DISTRIBUTION OF FINANCIAL AID RECIPIENTS

Academic Years 1980-81 and 1974-75



N = 179

			PERCENT CHANGE
TOTAL SAMPLE	1980-81	44%	110% increase
	1974-75	21%	
AGE			
	Under 24 years	44%	120% increase
		20%	
	24 years or older	46%	53% increase
		30%	
SEX			
	Male	43%	126% increase
		19%	
	Female	45%	80% increase
		25%	
CLASS**			
	Freshmen	35%	52% increase
		23%	
	Sophomores	54%	260% increase
		15%	
	Juniors	50%	117% increase
		23%	
	Seniors	41%	86% increase
		22%	

**Chi-square test: significant difference at .001 level, 1980-81.

INCREASES IN STUDENT FINANCIAL AID

The past two decades has seen dramatic changes in the amount of public funds available to assist students enrolled in post secondary education programs. The federal government has greatly increased its share in the form of guaranteed loans, basic grants and work study programs. In Minnesota this has been paralleled by the growth of state-supported programs of a similar nature. In 1958-59, when the National Defense Student Loan Program began, the SFAO for the first time monitored the dispersement of more than $1,000,000 in student assistance funds. In the subsequent 21 years this figure has risen to more than $56,000,000.

Table 11 indicates the changes in the University of Minnesota's financial assistance program during the years covered by this study. All categories of aid were up, especially in the area of student loans which were up 293%. Aid in the form of grants and scholarships increased 100%, and work study monies rose by 123%.

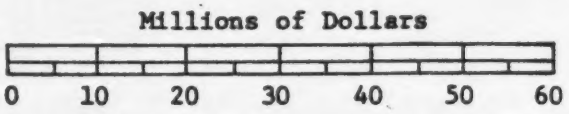
The employment of students (distinct from students in work study programs) rose by 126%. It should be noted that, unlike many other collegial institutions, the University of Minnesota, as a matter of policy, pays students at the same rate as any other employee in the same job category. A student carrying out janitorial duties is paid the same hourly rate as a full-time janitor.

More than 60% of the amount paid to employed students was for academic and research activities; 21% for Teaching Associates and Assistants; 19.5% for Research and Project Assistants; and 20.5% for Medical and Dental Fellows. These employees were almost completely graduate and professional school students.

Table 11

UNIVERSITY FINANCIAL ASSISTANCE PROGRAMS

Academic Years 1980-81 and 1974-75



STUDENT FINANCIAL AID ADMINISTERED PROGRAMS			PERCENT INCREASE
Grants and Scholarships	1980-81	$13,836,882	
	1974-75	$ 6,927,827	100%
Student Loans	1980-81	$39,548,833	
	1974-75	$10,070,004*	293%
Work Study	1980-81	$ 2,787,343	
	1974-75	$ 1,247,376	123%
Total grants, loans, and work study	1980-81	$56,173,058	
	1974-75	$18,245,207*	208%
STUDENT EMPLOYMENT			
	1980-81	$56,486,561	
	1974-75	$25,000,000*	126%

*Estimated amount

29

AID DEPENDS ON PARENT INCOME

Students were asked to estimate parental income before taxes for 1980. While a few indicated this to be confidential information, 80% replied with an amount. The mean for those giving information was $34,772. We would prefer to report parental income as approximately $35,000 since it was obvious that the students themselves gave us sums that had been rounded off. The 1974 income reported was $21,000, a figure indicating average incomes have kept pace with the Consumer Price Index. While some may question the accuracy of these responses, it must be remembered that most applicants for financial aid (62% of our respondents) must furnish this information and are consequently, knowledgeable of it.

No distinction was found in the reported incomes by either sex or self-sufficient status although, as would be expected, there was an $11,000 difference in mean parent income between recipients and non-recipients of financial aid.

Students were asked to indicate the percent of their total expenses which are covered by direct financial contribution from parents.

Percent of Expenses Covered by Parents	Mean Parental Income
0% (177)	$30,822
1-19% (44)	32,665
20-39% (30)	41,500
40-49% (31)	43,290
60-79% (25)	40,800
80-100% (16)	46,937

(323 respondents)

30

OPINIONS

Importance of Financial Aid Programs

Financial assistance in the form of University administered programs in grants, scholarships, loans, and work study employment makes up a considerable portion of student income. Forty-four percent of the respondents received financial assistance administered by the Student Financial Aid Office. Those who received such assistance were asked to judge the impact on their enrollment had they not received such aid:

24% reported it would have had no effect.

4% reported they would have enrolled for fewer credits but graduation would not be delayed.

23% reported they would have enrolled for fewer credits and graduation would be delayed.

(N=175) 49% reported they would have withdrawn from the University.

How Much Do Parents Contribute?

Although the emphasis of much of this report has been on cash income from various sources, we recognize that parents make important contributions in the form of such things as free room and board, providing transportation or paying for insurance. Therefore, students were asked to make judgments about the extent of parental contribution to their education.

31% indicated their parents make no contribution.
22% indicated their parents contribute an insignificant amount.
28% indicated their parents contribute a significant amount.
15% indicated their parents contribute a major portion.
(N=397) 4% said their parents contribute all of their expenses.

Expected Total Loans

Using loans to finance a college education raises many issues including the problem of repayment. As reported on page 22, some students did not apply for financial aid because they did not wish to have loans. On the other hand, some students are known to take on relatively cheap interest student loans and invest in higher interest bearing accounts.

Thirty-eight percent of our respondents indicated they have loans at the present time. We asked undergraduate respondents to speculate how large a loan balance they will have at the time of graduation.

% of current loan holders	Total amount of loans expected at time of graduation:	% of total students
--	Expect to have no loans	63
22	Less than $2,000	8
25	Between $2,001-$4,000	9
31	Between $4,001-$6,000	12
13	Between $6,001-$8,000	5
(N=148) 10	In excess of $8,001	4 (N=400)

METHODOLOGY

A randomly selected list of 567 undergraduate students who were registered winter quarter 1981 was generated from University administrative files. Foreign students were omitted because they cannot participate in most student aid programs. Comparison of the sample with known demographic characteristics of the total student population (including college, sex, and class), indicated no difference. Over a period of six weeks, following the initial mailing of a pre-letter, four different mailings, two containing questionnaires and two postcard reminders, were sent to elicit responses from the students. A final appeal containing the questionnaire offered prizes of new records to 136 non-respondents. This effort netted a total of 406 usable responses for a return rate of 72%.

The survey instrument, while differing in format, was essentially the same as one administrated in 1975. Ten of the respondents were adult specials (a registration category for non-degree seeking students) who are not eligible for most forms of student financial aid. In some of the analysis in which aid was a critical issue, these respondents were omitted from the analysis. Because the original raw data from the 1975 survey was not available, certain types of statistical comparisons have not been made.

This survey was a joint effort of Student Life Studies and Planning and the Minnesota Student Association. Appeals to students to participate in this study were made in the name of MSA and all mailings and returns were to their offices. Student Life Studies and Planning was responsible for the processing and analysis of the data.